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ABSTRACT

This report presents findings of a study of the attitudes of college freshmen who will likely graduate in 2001. Interviews with 2001 freshmen attending public and private four-year colleges and universities are analyzed in text and tables for the following topics: generational differences; beliefs and values; goals and aspirations; finances, social and political concerns; race relations; and a typical week for one member of the class of 2001 students. An executive summary highlights the following major findings: (1) students hold mixed views on generational differences; (2) although marriage and family are important, students are not "wed" to traditional values; (3) parents are students' most frequently named role models; (4) students have specific goals and are confident they will succeed; (5) about half of these students plan to enter the workforce immediately upon graduation; (6) helping others is a high priority, both in their current activities and career aspirations; (7) a minority of students cite high salary or prestige as career goals; (8) students have relatively little knowledge about vehicles for financial security; (9) students are split regarding the country's direction; (10) most students have a negative view of current race relations; and (11) sleeping and socializing take up most of these students' time. A section on the survey methodology and an annotated questionnaire are appended. (DB)

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ED 421 945

A SURVEY OF THE FIRST COLLEGE GRADUATING CLASS OF THE NEW MILLENNIUM

Conducted for Northwestern Mutual Life
by Louis Harris and Associates, Inc.

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Study No. 718287

Generation 2001:
A Survey of the First College Graduating Class of the New Millennium

conducted for:

Northwestern Mutual Life Insurance Company

Fieldwork: November 11, 1997 - January 12, 1998

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Introduction

Generation 2001: A Survey of the First College Graduating Class of the New Millennium. was conducted by Louis Harris and Associates, Inc. on behalf of Northwestern Mutual Life Insurance Company to explore the hopes and aspirations of today's college freshmen: the Generation 2001 students. The survey was designed to explore the following broad areas:

- how Generation 2001 views themselves and other generations
- career and lifestyle goals and aspirations
- political and social views and outlook

Methodological Overview

The findings described in *Generation 2001: A Survey of the First College Graduating Class of the New Millennium* are based on interviews with 2,001 first-year freshmen attending public and private four-year colleges and universities across the United States. Interviews averaging 24 minutes in length were conducted by telephone between November 11, 1997 - January 12, 1998. A detailed methodology is outlined in Appendix A of this report. The survey questionnaire appears in Appendix B.

Notes on Reading Tables

The base for each question is the total number of respondents answering that question. All bases sizes shown in the report are unweighted; percentages for responses are weighted. An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from results based on these small samples.

Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included David Krane, Executive Vice President, and Amy Cottreau, Research Associate. Deanna Tillisch, Director of the Generation 2001 study for Northwestern Mutual Life Insurance Company; and Ken Swoyer, Principal of Cobey Communications, provided an invaluable contribution to the design of the questionnaire. Louis Harris and Associates, Inc. is responsible for final determination of topics, question wording, collection of data, analysis and interpretation in the report.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, any release must stipulate that the complete report is also available.

Executive Summary

The stereotypical image of a member of a Generation 2001 student is often that of a self-interested, lazy youth with few goals beyond their plans for that evening. In reality however, Generation 2001 students have many concerns and interests beyond themselves and appear motivated to realize their hopes and aspirations for a bright future. The results of "Generation 2001: A Survey of the First College Graduating Class of the New Millennium" are based on 2,001 interviews conducted with freshmen and reveal a number of interesting findings:

1. Generation 2001 holds mixed views on generational differences

- Generation 2001 students are divided on whether their generation is special or unique. While fully 44% feel that they are part of a new generation, a slight majority (55%) feel they are basically no different from other generations living today.
- However, the majority (57%) of the Generation 2001 students believe there is at least some difference between themselves and their parents when regarding values and lifestyles.
- Technology tops the list of advantages while crime, violence, and drugs are the leading problems the Generation 2001 students sees facing them.
- Generation 2001 students are more likely to trust older people than their younger contemporaries.

2. Although marriage and family are very important, Generation 2001 students are not "wed" to traditional values.

- While over three-fourths (77%) of the Generation 2001 students believe strongly that having close family relationships is a key to happiness, less than four out of ten (37%) strongly agree that marriage is a cornerstone of societal values and fully 61% at least somewhat agree that divorce is an acceptable solution if two people are unhappy in a marriage.
- Additionally, over two-thirds (68%) of the Generation 2001 students agree that pre-marital sex is okay when two people love each other and nearly as many (64%) agree that living together before getting married is a good idea.

3. Mom and Dad are significant role models.

- When thinking of the people they most admire and respect, honesty and integrity are most often named as the most important attribute that causes Generation 2001 students to admire them. Mom and Dad, are most often named as most admired.

4. Having set goals, and believing hard work is important to success, Generation 2001 students are confident they will get to where they want to be in life.

- Nearly nine out of ten students (88%) have established specific goals for the next five years and more than three-fourths (78%) agree strongly that they are sure that someday they will get to where they want to be in life.
- A strong majority (75%) disagree that lucky breaks are more important to achieving success than hard work and 57% are willing to work more than 40 hours per week to reach their career goals.

5. Nearly half of the students from the Generation 2001 (47%) plan to immediately enter the workforce upon graduating from college.

- While most (62%) students would not consider doing what either of their parents do, a significant 37% would consider following in Mom or Dad's footsteps.
- Most members of the Generation 2001 students believe that a two-income household will be at least somewhat important in ensuring that they reach their lifestyle goals.

6. Helping others is a high priority for the Generation 2001 students - both in their current activities and career aspirations.

- Nearly three out of four students (73%) report having volunteered in the last year, and a clear majority (58%) say it is very likely that they will volunteer in the future.
- When considering their future career, the most important two components are having idealistic and committed co-workers and doing work which gives them opportunity to help others (with 67% and 65% respectively saying it is very important that this be a component of their career).

7. In comparison, money does not seem as important to Generation 2001 students.

- Only one third (33%) say that earning a high salary is a very important part of their career and similarly only one in four (26%) find high job prestige to be very important.
- The average starting salary expected by Generation 2001 students when they begin their career is $38,000 and fully 42% do not expect to be earning more than $30,000 when they begin their career.

8. Despite their perceived importance, Generation 2001 students often lack knowledge about vehicles for financial security.

- Owning a home tops the list but life insurance trails closely behind, with IRAs and pensions also being seen as very important by significant pluralities.
- Depending on the financial vehicle, between 15% and 57% of all students report that they are not very or not at all knowledgeable about the aforementioned financial vehicles.

9. Generation 2001 students are split in support of direction of the country.

- Grading America's social and political institutions, medicine is viewed most favorably. Government trails behind with local being the best received, followed by the White House and then Congress. The press and media rank lowest of all one-third of all students giving them a grade of "D" or "F".
- Nearly all (96%) students say they are at least somewhat concerned about the education system when thinking of the future and the education system ranks number one as the most important issue for government or society to address.
- A clear majority of students (63%) strongly agree that preserving the environment is very important to them and ranking third among issues Generation 2001 students believe is most important for government or society to address.

10. While a majority Generation 2001 students hold a negative view of the current state of race relations in the United States, many expect that these relations will improve by the year 2001.

- In a perhaps related outlook, nearly three-fourths (72%) of all students believe that it is at least somewhat likely that a person of color will be elected President of the United States. Somewhat fewer (64%) think it is as likely that a woman will be elected President.

11. Typical week for a member of the Generation 2001 students

- Sleeping and socializing take up most of a Generation 2001 student's time, but school is important with class time, studying and homework following close behind.
- Given more time, socializing, exercising, and sleeping rank as the top three activities students would like to do. Studying, homework and class are those activities they would most like to spend less time at then they do now.

1. Generational Differences

Uniqueness of Generation 2001

In trying to understand this new generation of young people, perhaps one of the first things to look at is how they distinguish themselves from others. However, when asking Generation 2001 students if they feel that people their age are special or unique in some way or if they are basically no different from other generations, opinion is divided. While fully 44% feel that they are part of a new generation, a slight majority (55%) feel they are basically no different from other generations living today. Women and blacks, however, are somewhat more likely than men and whites respectively, to view their generation as special or unique (46% women v. 41% males and 51% blacks v. 42% whites).

Table 1-1
Generation 2001: Is it Unique?

Q100. Some people have said that the Generation 2001 students is part of a new generation. Do you feel people your age are special or unique in some way or are you basically no different from other generations living today?

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
Special or unique	44	41	46	42	51	47	53
No different	55	58	52	56	49	51	47
Don't know	1	1	1	1	-	2	*
Refused	*	*	-	*	-	-	-

***Observation**: The slight differences in viewpoints of these groups may be a reflection of their perception of the changes that have occurred as a result of the women's rights and civil rights movements; differentiating people their age from older generations.*

This majority believe that Generation 2001 is basically no different from other generations living today provides an overly simplistic picture of their perceptions of generational differences. Differences do exist for example, when comparing themselves to their parents, the majority (57%) of the Generation 2001 students believe there is at least some difference between themselves and their parents regarding values and lifestyles. Further, nearly one in four (24%) students characterize the generational gap between themselves and their parents regarding how they want to live their lives as a big difference. This gap is largest among blacks, 37% of whom report a big difference between themselves and their parents, compared with only 21% of whites.

Table 1-2
Difference Between Generation 2001 and Parents

Q101. Considering the way you intend to live your life, how would you characterize the difference between you and your parents regarding values and lifestyles, do you feel there is a big difference, some difference, only a little difference, or almost no difference?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Difference	57	55	61	66	63
Big difference	24	21	37	30	28
Some difference	33	34	24	36	35
No difference	43	45	39	34	37
Only a little difference	28	28	30	25	27
Almost no difference	15	17	9	8	10
Don't know	*	*	-	*	-
Refused	*	*	-	-	-

Trust and the Generations

However, even though Generation 2001 students do acknowledge some differences between themselves and their parents, they still look to the older generations. Specifically, when comparing the moral integrity and honesty of their generation with that of others, Generation 2001 students sees age as good proxy for these attributes; trusting older people more than their younger contemporaries. They are most likely to trust their grandparent's generation a lot (79%), followed by their parent's generation (68%). Curiously, when considering their generation and "Generation X," trust falls considerably, with only one in four or less (25% and 19% respectively) trusting the moral integrity and honesty of these generations a lot.

Table 1-3
Trust Moral Integrity and Honesty - Generation 2001 - Summary

Q104. Thinking about different generations, how much do you trust the moral integrity or honesty of your generation -- a lot, a little or not at all?

	Trust A Lot	Trust A Little	Trust Not At All	Don't Know	Refused
Base	2001	1546	127	328	141
	%	%	%	%	%
Your grandparent's generation	79	17	2	2	*
Your parent's generation	68	30	2	1	*
Your generation	25	67	7	1	*
Generation X	19	67	10	5	*

African-American students are somewhat stronger in their skepticism of their generation and "Generation X." They are more than twice as likely as whites to report that they do not trust their generation (13% v. 6%) or "Generation X" (17% v. 8%) at all.

Table 1-4
Moral Integrity and Honesty of Generation 2001

Q104A. Thinking about different generations, how much do you trust the moral integrity or honesty of your generation -- a lot, a little or not at all?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Trust a lot	25	25	22	25	23
Trust a little	67	67	66	66	66
Trust not at all	7	6	13	9	11
Don't know	1	1	-	1	*
Refused	*	*	-	-	-

Table 1-5
Moral Integrity and Honesty of Generation X

Q104B. Thinking about different generations, how much do you trust the moral integrity or honesty of Generation X -- a lot, a little or not at all?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Trust a lot	19	20	16	16	14
Trust a little	67	67	62	68	65
Trust not at all	10	8	17	10	13
Don't know	5	5	6	7	8
Refused	*	*	-	*	-

Advantages and Disadvantages of being in Generation 2001

Regardless of their perceptions of the differences between generations, Generation 2001 students do identify specific advantages and disadvantages to being a member of their generation. Technology tops the list of advantages, followed by better career opportunities (cited by 37% and 13% of students respectively). More educational resources and opportunities, as well as increased tolerance, freedom and choices are also notes as important advantages or good things about being in Generation 2001.

Table 1-6
Most Important Advantages of Generation 2001

Q102. Regardless of what you think about the differences between generations, what would you say are the most important advantages or good things about being in your generation at this time?

Base	Total 2001 %
Technology (non-specific)	37
Better career opportunities	13
Computer/e-mail/internet	5
More Educational Resources/Opportunities	5
More tolerant of other people	5
More Freedom/Choices	4
People are More Open-Minded/Awareness of World/Social Issues	3
More Opportunities for Women and Minorities	2
Better Educated	2
More Opportunity (other)	2
Advances in medicine	1
Access to More Information	1
Other answer given	11
Not given	6
Don't know	5

Crime and violence, as well as drugs are the leading disadvantages or special problems that Generation 2001 believes they have to face that other generations before them didn't have to face when they were the same age. HIV/AIDS is also seen as a disadvantage unique to this generation, although this perception is much stronger among white students when compared with black students (9% v. 1%).

Table 1-7
Most Important Disadvantages of Generation 2001

Q103. What would you say are the disadvantages or special problems that you or your friends have to face that other generations before you didn't have to face when they were your age?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Crime/violence	12	11	17	13	9
Drugs	11	11	10	10	13
AIDS/HIV	7	9	1	4	6
Diseases other than AIDS	6	6	6	5	5
Problems Created by Internet/Technology	5	4	5	6	7
More Competitive Job Environment	5	4	5	5	5
Decaying environment	4	4	2	3	3
National Debt/No Social Security Benefits/Financial Problems	3	2	4	4	5
Decay of Morals/Values	3	2	2	4	3
More Peer Pressure	2	1	4	2	2
Younger Generation has a Bad Rep/Older Generation Thinks We're\Slackers	2	2	3	1	1
Higher Cost of Education	2	1	3	1	1
More Competition (other)	1	1	1	2	2
More Pressure to Succeed	1	1	3	1	2
More Competitive Educational Environment	1	1	1	2	2
Pressure (other)	1	1	1	-	1
Higher Cost of Living	1	1	1	-	-
Need More Education	1	1	-	*	-
Overpopulation	1	1	2	1	-
Less Innocence/Grow Up Faster	1	1	-	1	1
Other answer given	18	18	17	24	20
Not given	9	10	9	7	4
Don't know	5	6	3	6	7

2. Beliefs and Values

Marriage and Children

Marriage and children are clearly in the future for Generation 2001 students. Nearly all (94%) students hope to someday get married and a small 2% already are married. And they aren't going to wait too long.

Table 2-1
Marriage Expectations

Q204. Do you hope to get married someday, or not?

Base	Total 2001 %
I hope to get married someday	94
I don't hope to get married someday	3
Already married (Vol.)	2
Don't know	1
Refused	*

The average age that they expect to be when they get married is 26 years old. Women seem somewhat more eager to wed, with 21% expecting to marry between the ages of 18 and 23, compared with only 11% of their male counterparts seeing themselves walking down the isle at a correspondingly young age. Similarly, men are nearly twice as likely as women to see themselves as waiting until they are at least 30 before marrying (13% v. 7%).

Table 2-2
Age When Generation 2001 Expects to Get Married

Q204A. How old do you expect to be when you get married?

		Sex	
	Total	Male	Female
Base	1914	905	1009
	%	%	%
18-23	16	11	21
24-25	38	37	39
26-29	31	34	29
30 and over	10	13	7
Mean	26	26	25
Standard Error of the Mean	*	*	*
Median	25	25	25
Don't know	3	3	2

Regardless of their marriage schedule, Generation 2001 students plan to raise a family. Fully 89% hope to have children someday and 2% already do. Somewhat surprisingly, men are slightly more interested in having children than women (93% v. 86%).

Table 2-3
Generation 2001 Expects to Have Children

Q205. Do you hope to have children someday, or not?

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
I hope to have children someday	89	93	86
I don't hope to have children someday	7	5	8
Already have children (Vol.)	2	1	4
Don't know	2	2	3
Refused	*	-	*

While the majority of Generation 2001 hope to have two children, fully 42% hope for three or more, bring the average number of children desired up to three. Perhaps not surprisingly, over three-fourths (77%) of the Generation 2001 students agree strongly that having close family relationships is a key to happiness.

Table 2-4
Family Values - Summary

Q203. Now let me read you some statements about marriage sand relationships. For each please tell me whether you tend to strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement?

	Strongly Agree %	Somewhat Agree %	Somewhat Disagree %	Strongly Disagree %	Don't Know %	Refused %
Having close family relationships is a key to happiness	77	20	2	1	-	-
The really important thing in dating is how two people get along, not what their race or religion might happen to be	77	18	4	1	*	-
Marriage is a cornerstone of societal values	37	51	10	2	1	*
Pre-marital sex is okay when two people love each other	25	43	14	18	*	*
Living together as a couple before getting married is a good idea	27	37	18	18	*	*
Divorce is an acceptable solution if two people are unhappy in a marriage	22	39	25	13	*	*

Family Values

Although marriage and family are very important, Generation 2001 students are not "wed" to traditional values. Less than four out of ten (38%) strongly agree that marriage is a cornerstone of societal values, although support for this statement rises among those students who identify themselves as Republican to nearly half (48% as compared with 32% and 33% of Democrats and Independents, respectively).

Table 2-5
Attitudes Toward Societal Values - Summary

Q203A. Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement?

% Agreeing

		Party Affiliation			
	Total	Republican	Democrat	Independent	Something Else
Base	2001	631	636	497	183
	%	%	%	%	%
Having close family relationships is a key to happiness	97	98	97	97	93
The really important thing in dating is how two people get along, not what their race or religion might happen to be	95	92	97	96	93
Marriage is a cornerstone of societal values	88	94	87	86	79
Pre-marital sex is okay when two people love each other	68	59	75	68	72
Living together as a couple before getting married is a good idea	64	53	73	63	68
Divorce is an acceptable solution if two people are unhappy in a marriage	61	51	71	62	56

Men are also somewhat more likely than women to strongly agree that marriage is a cornerstone of societal values (40% v. 34%).

Table 2-6
Attitudes Toward Societal Values - Marriage

Q203A. Marriage is a cornerstone of societal values -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Agree	88	87	88
Strongly agree	37	40	34
Somewhat agree	51	48	54
Disagree	12	13	11
Somewhat disagree	10	11	9
Strongly disagree	2	2	2
Don't know	1	*	1
Refused	*	-	*

Having been raised in an era of climbing divorce rates, the majority (61%) of Generation 2001 students agree that divorce is an acceptable solution if two people are unhappy in a marriage. Republicans, who are more likely to see marriage as a cornerstone of societal values, are also less likely to see divorce as an acceptable solution if two people are unhappy in a marriage (19% strongly disagreeing compared with 7% of Democrats and 14% of Independents).

When considering relationships before marriage, over two-thirds (68%) of the Generation 2001 students agree that pre-marital sex is okay when two people love each other. While less than two-thirds of women (64%) agree with this statement, nearly three-fourths (73%) of men agree that pre-marital sex is okay.

Table 2-7
Attitudes Toward Societal Values - Pre-Marital Sex

Q203B. Pre-marital sex is okay when two people love each other -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Agree	68	73	64
Strongly agree	25	29	22
Somewhat agree	43	44	42
Disagree	32	27	36
Somewhat disagree	14	11	16
Strongly disagree	18	15	20
Don't know	*	-	*
Refused	*	-	*

Interestingly, students who attend small schools with student populations of 5,000 and under as well as schools in the Midwest and South are moderately less likely to endorse pre-marital sex as well. Beyond pre-marital sex, nearly two-thirds of all Generation 2001 students (64%) agree that living together before getting married is a good idea. While nearly three-fourths (72%) of all men support this idea, women are somewhat divided on the issue with 57% agreeing it is a good idea while 42% disagree.

Table 2-8
Attitudes Toward Societal Values - Living Together

Q203D. Living together as a couple before getting married is a good idea -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Agree	64	72	57
Strongly agree	27	34	21
Somewhat agree	37	38	36
Disagree	36	28	42
Somewhat disagree	18	14	20
Strongly disagree	18	13	22
Don't know	*	*	*
Refused	*	*	*

Religion

Above and beyond the specifics of their values, religion definitely plays a role in the lives of a majority Generation 2001. Nearly nine out of ten (89%) students believe in God and fully three-fourths (75%) believe in life after death. When it comes to religious participation however, numbers drop to just over two-thirds (68%) of students attending religious services at least occasionally.

Table 2-9
Belief in God

Q212. Do you believe in God, or not?

Base	Total 2001 %
Believe in god	89
Don't believe in god	9
Agnostic (v)	1
Don't know	1
Refused	*

Table 2-10
Belief in Life After Death

Q213. Do you believe there is life after death, or not?

Base	Total 2001 %
Believe in life after death	75
Don't believe in life after death	18
Don't know	6
Refused	1

Table 2-11
Attending Religious Services

Q214. Do you attend religious services, or not?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Attend religious services	57	56	73	51	51
Don't attend religious service	32	33	18	35	33
Only occasionally attend (v)	11	11	8	13	16
Don't know	*	-	-	*	-
Refused	*	*	-	*	-

While the majority (52%) of students see religion being about as important to them in the future as today, a significant 45% of Generation 2001 students think that, compared to now, religion will be more important to them in the future. Black students are more likely than white students to attend religious services (81% v. 67%) and believe that religion will be more important to them in the future (70% v. 42%).

Table 2-12
Importance of Religion in Future

Q215. Compared to now, how important do you think religion will be to you in the future -- more important, less important, or about the same?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
More important	45	42	70	43	44
Less important	3	3	3	3	4
About the same	52	55	27	53	52
Don't know	*	*	-	1	*
Refused	*	*	-	1	-

Admired and Respected Attributes and People

When thinking of the people that they most admire or respect, members of Generation 2001 most value the attributes of honesty and integrity (28%). Hard work and dedication are also important to many (14%) of Generation 2001 students.

Table 2-13
Admired and Respected Attributes

Q201. Now, thinking of the people you most admire and respect, what is the single most important attribute that causes you to admire them?

Base	Total 2001 %
Honesty/integrity	28
Hard working/dedicated	14
Motivation/desire	6
Other answer given	49
Not given	2
Don't know	1

When thinking of who it is that they most admire or respect, parents are clearly tops in the eyes of Generation 2001. Mothers and fathers (or both parents) account for nearly sixty percent (59%) of those most admired by Generation 2001. Women, however, are more likely than men to name their mother as most admired or respected, while men are more likely to name their father (Women: 37% Mom v. 17% Dad compared with Men: 14% Mom v. 33% Dad). Somewhat interestingly, as reported family income increases, so does the likelihood that Dad is named as the most admired or respected.

Table 2-14
Person Most Admire and Respect

Q202. Who is the one person you admire or respect the most?

	Total	Sex	
		Male	Female
Base	2001	941	1060
	%	%	%
Mother	27	14	37
Father	24	33	17
Parents	8	8	7
Other answer given	34	35	33
Not given	6	7	4
Don't know	2	3	1

3. Goals and Aspirations

Goal Setting

Having set goals, and believing hard work is important to success, Generation 2001 students are confident they will get to where they want to be in life. Nearly nine out of ten students (88%) have established specific goals for the next five years. Women seem more goal focused than men, with nearly two-thirds (65%) strongly agreeing that they have specific goals for the next five years, while only half (51%) of men feel the same.

Table 3-1
Setting Specific Goals for Next Five Years

Q200E. I have established specific goals for the next five years -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Agree	88	85	91
Strongly agree	58	51	65
Somewhat agree	30	33	26
Disagree	12	15	9
Somewhat disagree	9	11	7
Strongly disagree	3	4	2
Don't know	*	*	*

Additionally, Generation 2001 students seem confident that they will meet these objectives. More than three-fourths (78%) agree strongly that they are sure that someday they will get to where they want to be in life. Confidence rises among women as compared to men (81% v. 74% strongly agree) and blacks as compared to whites (92% v. 76%).

Table 3-2
Confidence in Accomplishing Goals

Q200J. I am sure that someday I will get to where I want to be in life – do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
Agree	98	97	99	98	99	96	98
Strongly agree	78	74	81	76	92	75	81
Somewhat agree	20	23	18	22	7	20	18
Disagree	2	3	1	2	1	4	2
Somewhat disagree	1	2	1	1	-	4	2
Strongly disagree	*	1	*	*	1	1	-
Don't know	*	*	*	*	-	*	-
Refused	*	-	*	*	-	-	-

Confidence and Work Ethic

When it comes to following through on achieving these goals, students in the Generation 2001 students are not likely to rely on chance to meet their ends. A strong majority (75%) disagree that lucky breaks are more important to achieving success than hard work and 57% are willing to work more than 40 hours per week to reach their career goals.

Table 3-3
Personal Values and Beliefs - Summary

Q200. Now, I will read you a list of statements. For each one please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

	Strongly Agree %	Somewhat Agree %	Somewhat Disagree %	Strongly Disagree %	Don't Know %	Refused %
To me, learning is a lifelong priority	84	14	1	*	*	-
I am sure that someday I will get to where I want to be in life	78	20	1	*	*	*
Staying physically fit is important to my overall well-being	68	29	2	1	*	-
Preserving our environment is very important to me	63	34	2	2	-	-
I am satisfied with my physical appearance	45	47	7	2	-	*
Helping others is more important than helping myself	43	47	8	3	*	-
I have established specific goals for the next five years	58	30	9	10	*	-
I would be willing to fight for my country	31	43	16	42	*	*
Lucky breaks are more important to achieving success than hard work	4	21	33	51	*	*
Money buys happiness	3	21	25		*	-

Students from Generation 2001, on average, report a willingness to work 48 hours per week in order to reach their career goals. Willingness to work more than 50 hours per week drops off among women as compared to men. While nearly thirty percent (29%) of men would work 51 hours or more in order to reach their career goals, less than one out of five (18%) women is willing to do the same.

Table 3-4
Willingness to Work: Hours Per Week

Q304. How many hours per week are you willing to work in order to reach your career goals?

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Less than 40	7	7	7
40	33	25	40
41 to 49	10	10	9
50	23	25	21
51 to 69	17	20	13
70 or more	7	9	5
Mean	48	50	47
Standard Error of the Mean	*	1	*
Median	45	50	44
Don't know	4	3	5
Refused	*	*	*

Lifestyle Choices

When considering their ability to afford the type of lifestyle they were raised in, students from Generation 2001 are equally confident in their ability to achieve this objective. While two-thirds (67%) say it is very likely that they will be able to afford the kind of lifestyle they grew up in, an additional 29% say it is somewhat likely they will be able to do so.

Table 3-5
Affording Lifestyle Grew Up With

Q400. Now I have a few questions about personal finances. How likely do you think it is that you will eventually be able to afford the kind of lifestyle you grew up in - - very likely, somewhat likely, not very likely, or not likely at all?

	Total
Base	2001
	%
Likely	96
Very likely	67
Somewhat likely	29
Not likely	4
Not very likely	3
Not likely at all	1
Don't know	*
Refused	*

Generation 2001 students do believe, however, that a two-income household will be necessary in helping them achieve this objective. More than eight out of ten (82%) believe that a two-income household will be at least somewhat important in ensuring that they reach their lifestyle goals. Women in particular see this as important, with fully four in ten (41%) seeing a two-income household as very important, compared with only 29% of men feeling as strongly.

Table 3-6
Importance of Two - Income Household

Q401. How important do you think a two-income household will be in ensuring that you reach your lifestyle goals -- very important, somewhat important, not very important, or not important at all?

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Important	82	80	83
Very important	35	29	41
Somewhat important	47	51	43
Not Important	18	20	16
Not very important	13	15	11
Not important at all	5	5	5
Don't know	*	*	*

Observation: *Perhaps significantly, the era of the single-income family appears to be over. Only 5% of students from the Generation 2001 students feel that a two-income household will not be important at all in achieving their lifestyle goals. Combining this with their family plans, it seems that child care will become an increasing and significant social need.*

Graduation and Career Plans

When it comes to determining when Generation 2001 plans on beginning their career, nearly half of the students from Generation 2001 students (47%) plan to immediately enter the workforce upon graduating from college. A significant 42% plan to continue their education. Students from families with higher incomes are more likely to plan on continuing on with their education after completing their undergraduate degree as opposed to immediately entering the workforce.

Table 3-7
Plans After Graduation

Q300. Now thinking about your future career plans. What do you think you are likely to do upon graduating from college: immediately enter the workforce, continue on with further education, take some time off to travel or relax, marry and start a family, or something else?

		Family Income		
	Total	$35,000 or Less	$35001-$75,000	$75,001 or Over
Base	2001	527	709	539
	%	%	%	%
Immediately enter workforce	47	50	51	37
Continue education	42	39	39	51
Take some time off to travel or relax	7	7	6	8
Marry and start family	5	5	4	5
Something else	5	5	6	3
Don't know	1	*	*	1

In determining what career Generation 2001 students would like to pursue, parents do not seem to be serving a mentoring role. In fact, most (62%) students would not consider doing what either of their parents do. A significant 37%, however, would consider following in Mom or Dad's footsteps.

Among those who would consider doing what their parents do, students seem to identify most readily with the parent of their sex: more than two-thirds (69%) of those who would consider doing what their mother does are female, while nearly three-fourths (73%) of those who would consider doing what their father does are male.

Table 3-8
Would Consider Same Job as Parents

Q310. Would you ever consider doing what either of your parents do (did), or not --INT: IF Yes: Was that what your father does(did), or what your mother does(did), or both?

		Sex	
	Total	Male	Female
Base	1926	908	1018
	%	%	%
Yes, mom, dad, both	38	45	31
Yes, mom	10	7	13
Yes, dad	16	25	8
Yes, both	11	12	10
No	62	55	68
Don't know	*	*	*

Career Components

Some popular careers Generation 2001 students report they would like to pursue include: medicine, teaching, business, engineering, and law. What they are looking for in a career, however, is perhaps more revealing of their goals and aspirations.

Table 3-9
Career Plans

Q301. What career would you like to pursue?

Base	Total 2001 %
Medicine	16
Teaching	14
Business/Marketing	12
Engineering	8
Law/Politics	7
Computers	3
Accounting/Finance/Economics	3
Psychology	3
Journalism	2
Pro Athlete/Trainer/Manager	2
Broadcasting/Communications	2
Music/Performing Arts	2
Art	2
Biology/Genetics/Zoology	1
Social work/Counseling	1
Environmental	1
Architecture	1
Physical Therapy	*
Answer given	10
Not given	7
Don't know	2
Refused	*

When considering their future career, the most important two components are having idealistic and committed co-workers and doing work which gives them opportunity to help others (with 67% and 65% respectively saying it is very important that this be a component of their career). Women are more likely than men to feel that it is very important that this be a component of their career (76% v. 53%). While these two attributes stand out as clearly the most important -- with nearly all Generation 2001 thinking they are at least somewhat important (97% and 98%, respectively), they have strong opinions about many other career aspects.

Table 3-10
Importance of Career Components

Q311. Please tell me how important it is to you that each of these be a component of your career?

Base	Very Important	Somewhat Important	Not At All Important	Don't Know/ Refused
A high pressure work environment	5	39	56	*
A high job prestige	26	51	22	*
Doing work which requires creativity	47	44	9	*
Doing work which gives me the opportunity to help others	65	33	2	*
Working independently	21	57	21	*
Having a lot of responsibility	39	54	7	*
Being self-employed	12	39	48	*
Working for a large corporation	12	36	51	*
Working for a non-profit or government agency	5	40	55	*
Having idealistic and committed co-workers	68	29	3	*
Having a 9-5 work schedule	15	43	41	*
Earning a high salary	34	52	14	*

Table 3-11
Importance of Career Components

Q311B. Please tell me how important it is to you that each of these be a component of your career?

% Very Important

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
A high pressure work environment	5	6	4	4	9	7	6
A high job prestige	26	26	27	23	40	34	39
Doing work which requires creativity	47	49	45	46	50	53	50
Doing work which gives me the opportunity to help others	65	53	76	64	75	65	68
Working independently	21	19	24	20	30	24	24
Having a lot of responsibility	39	40	38	36	43	49	50
Being self-employed	12	14	11	10	20	15	13
Working for a large corporation	12	11	13	8	32	20	19
Working for a non-profit or government agency	5	3	6	4	5	7	8
Having idealistic and committed co-workers	62	64	71	67	69	69	77
Having a 9-5 work schedule	15	11	19	12	35	15	15
Earning a high salary	34	37	31	28	61	41	44

Doing work which requires creativity is very important to nearly half (47%) of Generation 2001 students. Having a lot of responsibility is very important to nearly four in ten (39%) and at least somewhat important to fully 93%. In comparison, money does not seem as important to Generation 2001 students. Only one third (33%) say that it is very important for them to earn a high salary as part of their career.

Given this, it is perhaps not surprising that very few (24%) Generation 2001 students agree that money buys happiness, although men are more likely to agree with this than women (30% v. 19%).

Table 3-12
Does Money Buy Happiness?

Q200I. Money buys happiness -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Agree	24	30	19
Strongly agree	3	5	2
Somewhat agree	21	25	17
Disagree	76	70	81
Somewhat disagree	25	25	24
Strongly disagree	51	45	57
Don't know	*	*	*

If this should become their goal, however, a majority (61%) of the students of Generation 2001 students believe that straight salary is the best way to earn the most money, hourly wage (27%) and commission (11%) being favored by significantly fewer.

Table 3-13
Preferred Compensation Methods

Q303. Thinking about different compensation methods, what do you think is the BEST way to earn the MOST money: hourly wage, commission (which means pay for performance), or straight salary?

	Total
Base	2001
	%
Hourly wage	27
Commission	11
Straight salary	61
Don't know	1
Refused	*

Generation 2001 students eventually hope to take an average of four weeks vacation per year. The average starting salary expected by a member of the Generation 2001 students when they begin their career is $38,000 and fully 42% do not expect to be earning more than $30,000 when they begin their career. Women have slightly lower salary expectations than men ($36,000 v. $40,000).

Table 3-14
Salary Expectations

Q302. REALISTICALLY, what do you expect your starting salary will be when you begin your career?

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
Zero	*	*	*	*	-	*	-
Less than 1,000	*	*	1	1	-	-	-
1-15,000	3	3	4	3	4	6	5
15,001-20,000	8	7	9	9	5	7	12
20,001-30,000	31	30	32	33	26	27	24
30,001-40,000	23	28	19	23	24	22	23
40,001-50,000	9	11	7	9	12	7	5
50,001 or more	10	12	8	7	20	18	17
Mean (in thousands)	38	40	36	35	50	41	41
Standard Error of the Mean (in thousands)	1	2	1	1	8	2	3
Median (in thousands)	30	35	30	30	37	34	34
Refused	15	9	20	16	10	14	14

Table 3-15
Expectation Annual Vacation

Q305. How many weeks of vacation do you eventually hope to take per year?

	Total
Base:	2001
	%
1	3
2	30
3	23
4	25
5	4
6	5
7	*
8	3
9	*
10	1
11	*
12	2
13 to 52	2
Mean	4
Don't know	1

Black students, however, are much more concerned about salary than white students with fully 60% of blacks reporting that this is a very important component of their career, while less than one-third of whites (28%) feel the same. Similarly, while high job prestige is very important to one-fourth (26%) of Generation 2001 as a whole, it is very important to only 23% of white students while 39% of blacks see this as a very important component of their career. Additionally, they have much higher starting salary expectations. The average black student expects their starting salary to be $50,000 while the average white student expects it to be $35,000.

Additional career components that are at least somewhat important to a majority of Generation 2001 are: Working independently (79%), having a 9-5 work schedule (59%), and being self-employed (52%). Women are more likely than men and blacks are more likely than whites to feel that it is very important for them to have a 9-5 work schedule (19% v. 11% and 35% v. 12%, respectively). Working for a large corporation (49%), a non-profit or government agency (45%) and having a high pressure work environment (44%) are all less important career components to members of the Generation 2001 students.

Volunteerism

Perhaps driving their desire for a career which will allow them the opportunity to help others, fully nine out of ten (90%) members of Generation 2001 students agree that helping others is more important than helping oneself.

Table 3-16
Importance of Helping Others

Q200C. Helping others is more important than helping oneself -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

Base	Total 2001 %
Agree	90
Strongly agree	43
Somewhat agree	47
Disagree	10
Somewhat disagree	8
Strongly disagree	2
Don't know	*

This belief appears to be carried over in their actions. Nearly three out of four students (73%) report having volunteered in the last year. Men are slightly less likely than women to have volunteered in the last year (69% v. 76%) as are students from lower income families.

Table 3- 17
Volunteering in Past Year

Q209. Have you volunteered in the last year, or not?

		Sex		Family Income		
	Total	Male	Female	$35,000 or Less	$35001-$75,000	$75,001 or Over
Base	2001	941	1060	527	709	539
	%	%	%	%	%	%
Have volunteered	73	69	76	66	73	80
Have not volunteered	27	31	24	34	27	20
Don't know	*	*	-	*	-	*

Working with school kids tops the list of the type of volunteer work done followed by a charitable organization, church, or hospital/health organization.

Table 3-18
Volunteer Activity

Q210. What type of organization (did you-do you) volunteer for?

	Total
Base	1510
	%
Work with school-kids	40
Work with elderly	5
Church	18
Environmental	5
Health/hospital	15
Political	1
Charitable organization	29
Fraternity/NHS/Key, Kiwanis, Rotary or other club	3
Military/police/fire dept.	1
Local/community	6
Other (specify)	3
Don't know	*

A clear majority (58%) say it is very likely that they will volunteer in the future although again, women seem more inclined to volunteer than men. While just over two-thirds (67%) of women report it is very likely they will volunteer for a charitable organization in the future, less than one half (47%) of men are similarly confident that they will do so in the future.

Table 3-19
Likelihood of Volunteering in Future

Q211. How likely is it that you will volunteer for a charitable organization in the future -- very likely, somewhat likely, not very likely or not likely at all?

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Likely	92	87	96
Very likely	58	47	67
Somewhat likely	34	39	29
Not Likely	8	13	4
Not very likely	7	11	3
Not likely at all	2	3	1

4. Finances

Importance of Financial Vehicles

When considering the importance of various financial vehicles, owning a home tops the list with fully 81% of students believing it is very important as a vehicle for their financial security.

Table 4-1
Importance of Financial Security - Summary

Q402. How important do you think the following are as vehicles for your financial security -- Life Insurance -- very important, somewhat important, not very important or not important at all?

	Very Important %	Somewhat Important %	Not Very Important %	Not Important At All %	Don't Know %	Refused %
Owning a home	81	16	2	*	*	-
Life Insurance	74	21	4	1	*	-
Employer-paid pension	46	46	5	2	1	-
An IRA (Individual Retirement Account)	46	45	6	2	1	*
Qualified plans like a 401K	30	48	10	3	8	*
Stocks, Bonds & Mutual Funds	30	48	17	4	*	-
Profit Sharing	18	61	13	4	5	*

Life insurance trails closely behind with just less than three-quarters (74%) of Generation 2001 students believing it is a very important vehicle for their financial security. Women are somewhat stronger in view of the importance of life insurance than men (79% v. 69% very important).

Table 4-2
Importance of Financial Security - Life Insurance

Q402A. How important do you think the following are as vehicles for your financial security -- Life Insurance -- very important, somewhat important, not very important or not important at all?

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Important	95	93	97
Very important	75	69	79
Somewhat important	21	24	17
Not Important	5	7	3
Not very important	4	5	2
Not important at all	1	2	1
Don't know	*	*	*

IRAs and employer-paid pensions are also seen as very important by significant pluralities (46% each) but perceived importance drops for qualified plans like a 401K, stocks, bonds, mutual funds, and profit sharing.

Contrary to the recent growth in popularity of mutual funds and personal investing, less than one-third of Generation 2001 students (30%) sees stocks, bonds and mutual finds as very important vehicles for their financial security. Perceived importance of stocks, bonds and mutual funds as vehicles for financial security does rise with family income; from less than one-fourth (22%) of those whose family income is $35,000 or less to nearly forty percent (38%) of those whose family income is more than $75,000.

Table 4-3
Importance of Financial Security - Stocks, Bonds and Mutual Funds

Q402D. How important do you think the following are as vehicles for your financial security -- Stocks, Bonds & Mutual Funds -- very important, somewhat important, not very important or not important at all?

Base	Total 2001 %
Important	78
Very important	30
Somewhat important	48
Not Important	21
Not very important	17
Not important at all	4
Don't know	*

Knowledge of Financial Vehicles

Despite the belief that they are very important, many students do not yet feel knowledgeable about these financial vehicles. Depending on the financial vehicle, between 15% and 57% of all students report that they are not very or not at all knowledgeable about the aforementioned financial vehicles. Qualified plans like a 401k plans rank highest among financial vehicles with just over one in five (21%) Generation 2001 students not knowledgeable at all. Generation 2001 students are only slightly more knowledgeable when is comes to profit sharing and IRAs. The majority of the students feel at least somewhat knowledgeable about employer-paid pensions, while two-thirds or more feel knowledgeable when it comes to stocks, bonds and mutual funds, life insurance and owning a home. Generation 2001 students are not overly confident in their understanding of any particular financial vehicle with less than one-third reporting they are very knowledgeable about any of the aforementioned financial vehicles.

Table 4-4
Summary

Q403. And how knowledgeable do you think you are about (ITEM) - - very knowledgeable, somewhat knowledgeable, not very knowledgeable, or not knowledgeable at all?

	Very Knowledgeable %	Somewhat Knowledgeable %	Not Very Knowledgeable %	Not Knowledgeable At All %	Don't Know %	Refused %
Owning a home	29	56	12	3	*	-
Life Insurance	17	56	21	6	-	-
Stocks, Bonds & Mutual Funds	16	53	23	8	*	-
Employer-paid pension	6	49	34	10	-	-
An IRA (Individual Retirement Account)	7	39	38	16	*	-
Qualified plans like a 401k	6	37	36	21	*	-
Profit Sharing	6	37	39	18	*	-

Interestingly, while a majority of Generation 2001 students report that they are at least somewhat knowledgeable about with stocks, bonds and mutual funds, less than one third (30%) believe they are very important as a vehicle for their financial security. Employer paid pensions, by comparison are unfamiliar yet very important to nearly half the Generation 2001 students (44% not very or not at all knowledgeable and 46% very important).

Financial Responsibility of Elderly Parents

When thinking of future financial responsibilities that will come from the costs of caring for their parents when they become elderly and unable to take care of themselves, a clear majority (63%) of Generation 2001 students believe that they should bear these costs. Small minorities believe that their parents themselves (12%), other family members (10%) or the government (10%) should bear the costs of caring for their elderly parents.

Table 4-5
Caring for Elderly Parents

Q404. Who do you believe should bear the financial costs of caring for your parents when they become elderly and unable to take care of themselves -- your parents, you, other family members, society, or the government?

Base	Total 2001 %
Self	63
Parents	12
Government	10
Other family members	10
Society	2
Not applicable (v)	1
Don't know	2
Refused	*

Lottery Winnings

Should they come into a sudden windfall of money, Generation 2001 students would use the money in a variety of ways. Taking a trip tops the list of things to do if they won a million dollars in the lottery, and given unlimited time and money, their "dream vacation" would be to travel the world and Europe. One in six students (15%) from the Generation 2001 would invest or save their lottery winnings while a similar number would donate their money to charity, or share their winnings with family and friends. Nearly as many (14%) would purchase a new car.

Table 4-6
Winning the Lottery

Q405. Now I have a few questions, just for fun. What one thing immediately comes to mind that you would do if you won a million dollars in the lottery?

Base	Total 2001 %
Take a trip	19
Invest it/put it away/save it	15
Donate/Share Wealth NET	15
Buy a car	14
Buy house/property	9
Go shopping	3
Get out of debt	2
Move	1
Quit school	1
Other answer given	6
Not given	1
Don't know	*

5. Social and Political Concerns

The Direction of the Country

While a majority of Generation 2001 students (56%) feel the country is generally headed in the right direction, a significant four out of ten (42%) believe the country is headed in the wrong direction. Men are more optimistic than women about the country's bearing with just over sixty percent (61%) of men feeling the country is headed in the right direction while shared sentiment drops to only a slight majority (52%) among women. Also interestingly, while the majority of white students (57%) believe the country is headed in the right direction, the majority of black students (53%) feel the country is headed in the wrong direction.

Table 5-1
Direction of Country

Q500. Returning to a more serious topic. Overall, do you feel the country is generally headed in the right direction or the wrong direction?

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
Right direction	56	61	52	57	45	60	59
Wrong direction	42	37	46	41	53	38	39
Don't know	2	1	2	2	2	2	2
Refused	*	-	*	*	1	*	-

Grading America's political and social institutions

These mixed sentiments about the current direction of the country are reflected in the grades these students give to various social and political institutions. Medicine is viewed most favorably of all institutions with 38% giving them a grade of "A". The Military, Supreme Court, and major education institutions are also quite well viewed by the Generation 2001 students with roughly one-fourth (21-25%) of all students giving them an "A" grade. Organized religion, and major companies fall mid-pack with most members giving them a grade of "B". Government trails behind with local government being the best received, followed by the White House and then Congress. Only the press and media rank lower with fully one-third (33%) giving them a grade of "D" of "F".

Table 5-2
Grading America's Institutions - Summary

Q505. Now I'd like to talk to you about America's political and social institutions. If you had to grade the people in charge of running (ITEM) what grade would you give them - - an A, B, C, D, or F?

	A	B	C	D	E	Mean	Don't Know	Refused
Medicine	38	45	13	2	1	3.2	1	*
The Military	25	46	19	5	3	2.9	1	*
The U.S. Supreme Court	23	50	22	3	2	2.9	1	*
Major educational institutions such as colleges and universities	21	51	22	5	1	2.9	*	*
Organized religion	18	44	24	7	4	2.7	2	*
Major companies	15	48	28	6	2	2.7	1	*
Local government	9	49	29	7	3	2.6	1	*
The white house	7	41	35	10	5	2.3	1	*
The press and media	5	23	39	21	12	1.9	*	*
Congress	5	40	39	12	4	2.3	1	*

Political and Military Participation

Most Generation 2001 students (78%) state they are very likely to vote and party affiliation is spread roughly equally with one-third (33%) of Generation 2001 students identifying themselves as Democrats, slightly less Republican (31%) and Independent (24%).

Table 5-3
Anticipated voting Participation

Q503. How likely is it that you will actively participate in the political process by voting in elections -- very likely, somewhat likely, not very likely, or not likely at all?

Base	Total 2001 %
Likely	94
Very likely	78
Somewhat likely	16
Not Likely	6
Not very likely	4
Not likely at all	2
Don't know	*

Table 5-4
Identification with Political Party

Q504. Regardless of how you might vote, what do you usually consider yourself -- a Republican, a Democrat, an independent, or something else?

Base	Total 2001 %
Republican	31
Democrat	34
Independent	24
Something else	9
Don't know	2
Refused	1

Although the military ranked rather favorably among America's political and social institutions, less than one-third (31%) of the students of Generation 2001 strongly agree that they would be willing to fight for their country. As one might expect, willingness to fight for the country is stronger among men than it is among women (41% v. 21% strongly agree). Perhaps not as intuitively, white students are also more likely than black students (33% v. 13%) and Republicans are more likely than Democrats (43% v. 21%) to strongly agree that they would be willing to fight for their country.

Table 5-5
Willingness to Fight for Country

Q200D. I would be willing to fight for my country -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
Agree	73	78	69	78	49	70	74
Strongly agree	31	41	21	33	13	32	40
Somewhat agree	43	36	48	44	37	37	34
Disagree	26	22	30	22	51	30	26
Somewhat disagree	16	13	20	15	24	19	21
Strongly disagree	10	9	11	7	26	11	5
Don't know	*	*	*	*	-	*	*
Refused	*	*	-	*	-	-	-

Table 5-6
Willingness to Fight for Country

Q200D. I would be willing to fight for my country -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Party Affiliation			
	Total	Republican	Democrat	Independent	Something Else
Base	2001	631	636	497	183
	%	%	%	%	%
Agree	73	86	66	76	56
Strongly agree	31	43	21	32	21
Somewhat agree	43	43	45	44	35
Disagree	26	14	33	24	44
Somewhat disagree	16	10	21	14	28
Strongly disagree	10	4	13	10	16
Don't know	*	-	1	*	*
Refused	*	*	*	-	-

Education

When thinking about the future, education holds a high place in the minds of Generation 2001 students. The education system tops the list of things that the Generation 2001 students are most concerned about when thinking about the future. Fully, 96% of all students say they are at least somewhat concerned about the education system with two-thirds (68%) saying they are very concerned.

Table 5-7
Concern About Issues - Summary

Q501. Thinking about the future, how serious are your concerns about (ITEM) -- would you say you are very concerned, somewhat concerned, not very concerned, or not concerned at all?

	Very Concerned %	Somewhat Concerned %	Not Very Concerned %	Not Concerned At All %	Don't Know %	Refused %
The education system	68	28	4	*	-	*
Crime and violence	65	29	5	1	-	*
The environment	54	40	6	1	-	*
Disease	53	37	8	1	-	*
The health care system	45	44	9	2	*	*
The economy	36	50	12	1	-	*
The political leadership in this country	42	42	14	3	-	*
Global overpopulation	28	48	20	4	*	*
Global political upheaval	18	51	26	5	1	-
Nuclear war	31	37	25	7	-	*
A terrorist attack on the U.S.	24	40	29	6	-	*

Additionally, the education system ranks number one as the most important issue for government or society to address.

Table 5-8
Most Important Issue For Society to Address

Q502. Which ONE of the items we just discussed, do you think is the most important issue for government or society to address?

Base	Total 2001 %
The education system	27
Crime and violence	19
The environment	13
The political leadership in this country	8
The economy	8
The health care system	6
Global overpopulation	5
Disease	5
Nuclear war	5
Global political upheaval	2
A terrorist attack on the U.S.	2
Don't know	1
Refused	*

Their views on the importance of education may have been influenced by their perceptions of their own experience with the educational system. Only one in four (25%) students feel their high school education completely prepared them for college, with fully one in five Generation 2001 students (21%) reporting that their high school education left them unprepared.

Table 5-9
High School Preparation for College

Q2001. How much do you feel your high school education prepared you for college -- would you say you were completely prepared, somewhat prepared, somewhat unprepared, or completely unprepared?

		High School GPA		
	Total	High	Medium	Low
Base	2001	1039	737	157
	%	%	%	%
Prepared	78	84	75	58
Completely prepared	25	30	20	16
Somewhat prepared	53	54	55	42
Unprepared	22	16	25	42
Somewhat unprepared	17	13	21	27
Completely unprepared	5	3	5	15
Don't know	*	-	-	-
Refused	*	-	-	*

Further, Generation 2001 students are in nearly unanimous agreement (98%) that, to them, learning is a lifelong priority. To that end, (as discussed previously) a significant minority (42%) plan to continue their education upon graduation for college.

Crime, Violence and Other Social Concerns

Crime and violence trails education as an issue that the majority (65%) of Generation 2001 is very concerned about and is ranked as the second most important issue they believe government or society should address. The environment and disease are also issues about which a majority of Generation 2001 students are very concerned about when thinking about the future (54% and 53% , respectively). While the health care system, the political leadership in this country and the economy are a significant concern to at least a third of the students of Generation 2001, future threats of nuclear

war, a terrorist attack on the US, global overpopulation and global political upheaval rank at the bottom of the list with between one-fifth and one-fourth of the Generation 2001 students not very or not at all concerned about these issues when thinking of the future.

Observation: *Interestingly, across nearly all issues, men are significantly less likely than women to be very concerned about these issues, as are white students when compared to black students.*

Table 5-10
Concern About Issues

Q501A. Thinking about the future, how serious are your concerns about (READ EACH ITEM) -- would you say you are very concerned, somewhat concerned, not very concerned, or not concerned at all?

% Very Concerned

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
The economy	36	34	39	34	45	41	44
The political leadership in this country	42	37	46	40	55	40	43
Crime and violence	65	52	76	62	83	65	69
The healthcare system	45	36	52	42	58	50	52
Nuclear war	31	29	32	28	41	37	35
Terrorist attack on the U.S.	24	24	25	22	38	27	29
The environment	54	50	57	51	62	64	65
The education system	68	60	75	64	84	77	82
Disease	53	46	60	49	75	62	65
Global overpopulation	28	31	25	26	28	37	34
Global political upheaval	18	16	19	17	15	25	31

Global Environmental Concerns

An clear majority of students (63%) strongly agree that preserving the environment is very important to them.

Table 5-11
Importance of Preserving Environment

Q200A. Preserving our environment is very important to me -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Party Affiliation			
	Total	Republican	Democrat	Independent	Something Else
Base	2001	631	636	497	183
	%	%	%	%	%
Agree	97	96	98	98	95
Strongly agree	63	54	66	72	59
Somewhat agree	34	42	33	26	35
Disagree	3	4	2	2	5
Somewhat disagree	2	3	2	2	3
Strongly disagree	1	1	*	-	3

Thinking of the future, the environment remains an area of concern with over half (54%) of the Generation 2001 students saying they are very concerned about the environment and over one-fourth (28%) similarly concerned about global overpopulation. Additionally, the environment ranks third among issues the Generation 2001 students believes it is most important for government or society to address.

Life in Space

Given all of these concerns about life here, it is perhaps not surprising that fully one half (50%) of Generation 2001 is at least somewhat interested in the living aboard a space station or on another planet, if it becomes possible in the future. Men are more prepared than women to give life in space a try with the majority (56%) of men saying they would be interested while the majority (56%) of women are not interested in living aboard a space station or on another planet.

Table 5-12
Interest in Living in Space Station

Q407. If in the future, it becomes possible to live aboard a space station, or another planet, how interested would you be in living there? -- very interested, somewhat interested, not very interested, or not interested at all?

		Sex	
	Total	Male	Female
Base	2001	941	1060
	%	%	%
Interested	50	56	44
Very interested	17	22	13
Somewhat interested	33	35	31
Not Interested	50	44	56
Not very interested	26	23	29
Not interested at all	24	21	27
Don't know	*	*	-

6. Race relations and the Generation 2001 students

Views on the current state of race relations in the United States are clearly different between whites and blacks. While white students are roughly divided on whether the current state of race relations is positive (48%) or negative (52%), black members of Generation 2001 are strongly of the opinion that things are negative (71%) as opposed to positive (28%).

Table 6-1
Race Relations: Current State

Q506. How would you rate the current state of race relations in the United States? Are things generally excellent, pretty good, only fair or poor?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Positive	45	48	28	42	40
Excellent	2	2	3	2	3
Pretty good	43	46	25	40	37
Negative	55	52	71	58	60
Only fair	44	42	50	47	46
Poor	11	9	21	11	14
Don't know	*	*	-	-	-
Refused	*	-	1	*	-

Despite these differences, and while an overall majority (55%) of the Generation 2001 students hold a negative view of the current state of race relations in the United States, many (43%) expect that these relations will improve by the year 2001. Additionally, black and white students share the outlook that things will either stay the same (41% overall) or improve.

Table 6-2
Race Relations: Future State

Q507. By the year 2001, do you expect that race relations in the United States will improve, stay the same, or get worse?

Base	Total 2001 %
Improve	43
Stay the same	41
Get worse	15
Don't know	*
Refused	*

In a perhaps related outlook, nearly three-fourths (72%) of all students believe that it is at least somewhat likely that a person of color will be elected President of the United States. Somewhat fewer (64%) think it is as likely that a woman will be elected President. In both cases, white students are more likely than black students to think it is at least somewhat likely that such a person will hold the office of President in their lifetime.

Table 6-3
Likelihood that President Will Be Person of Color

Q510A. In your lifetime, how likely do you think it is that the President of the United States will be a -- Person of color -- very likely, somewhat likely, not very likely, or not likely at all?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Likely	72	78	41	64	64
Very likely	27	30	13	26	22
Somewhat likely	45	49	28	38	42
Not Likely	27	21	58	34	36
Not very likely	20	17	35	22	22
Not likely at all	8	5	23	12	14
Don't know	*	*	-	1	-
Refused	*	-	1	*	-

Table 6-4
Likelihood that President Will be Woman

Q510B. In your lifetime, how likely do you think it is that the President of the United States will be a -- Woman -- very likely, somewhat likely, not very likely, or not likely at all?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Likely	64	68	43	58	54
Very likely	21	24	9	15	10
Somewhat likely	42	44	34	43	45
Not Likely	36	32	56	41	46
Not very likely	26	24	33	28	30
Not likely at all	10	8	23	13	15
Don't know	*	*	-	1	-
Refused	*	-	1	*	-

More than eight of ten (81%) members of Generation 2001 students oppose admitting minorities to colleges and professional schools before whites when they both have equal qualifications and nearly nine of ten (89%) do not believe that minorities should be given special consideration and hired before whites.

Table 6-5
College Admission of Minorities

Q508. Do you think that minorities should be admitted to colleges and professional schools before whites when they both have equal qualifications, or not?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Should be admitted	17	13	28	29	27
Should not be admitted	81	86	69	68	70
Don't know	1	1	3	2	1
Refused	*	*	1	1	2

Table 6-6
Hiring of Minorities

Q509. Do you think that minorities should be given special consideration and hired before whites for jobs, or not?

		Race			
	Total	White	Black	Other	Hispanic
Base	2001	1546	127	328	141
	%	%	%	%	%
Should be given special consideration	9	6	19	19	13
Should not be given special consideration	89	93	78	79	85
Don't know	1	1	2	*	1
Refused	1	*	1	2	2

Despite any of the aforementioned differences between black and white members of Generation 2001, more than two-thirds (77%) strongly agree that the really important thing in dating is how two people get along, not what their race or religion might happen to be.

Table 6-7
Attitudes Toward Societal Values - Dating

Q203E. The really important thing in dating is how two people get along, not what their race or religion might happen to be -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

	Total 2001 %
Base	
Agree	95
Strongly agree	77
Somewhat agree	18
Disagree	5
Somewhat disagree	4
Strongly disagree	1
Don't know	*

7. Typical week for a member of the Generation 2001 students

Perhaps logically, sleeping tops the list with an average of 44 hours spent per week in bed, socializing follows with 26 hours per week, although dating takes up an average of only 7 hours per week. Class time (17 hours), studying and homework (15 hours) combine for a total of 32 hours per week. Reading purely for pleasure, however, averages only 3 hours per week. Students report listening to music an average of 15 hours per week, and when thinking about which of today's singers of groups will still be performing in 30 years Boyz II Men is named most frequently along with the Dave Matthews Band.

Table 7-1
A Typical Week - Summary

Q206. Thinking of a typical week, how many hours do you spend (ITEM)?
Summary Table of Means

Base	Total 2001 %
Sleeping	44.1
Socializing	25.9
Going to class	17.4
Studying or doing homework	14.8
Listening to music	14.7
Using a computer	10.6
Watching television	8.3
Playing sports/Exercising	7.2
Dating	7.0
Online, Accessing Internet/E-mail	6.0
Reading purely for pleasure	2.8

Table 7-2
Bands Still Performing

Q408. For more than 30 years, the Rolling Stones have been performing rock and roll. Which one of today's singers or groups do you think will still be performing in 30 years?

Base	Total 2001 %
Boys II Men	6
Dave Matthews Band	6
Garth Brooks	4
U2	3
Phish	3
Metallica	3
Pearl Jam	3
Michael Jackson	2
Aerosmith	2
Mariah Carey	1
Madonna	1
Smashing Pumpkins	1
Whitney Houston	1
Rolling Stones	1
None	13
Answer given	24
Not given	17
Don't know	10

Using a computer takes up an average of 11 hours per week with 6 hours on average spent online. Generation 2001 students are not couch potatoes, however, with nearly as much time spent exercising per week (7 hours) as spent watching television (8 hours). This is perhaps reflective of an earlier majority (68%) belief that staying physically fit is very important to their overall well-being. While the majority (52%) of male students strongly agree that they are satisfied with their physical appearance, female students are not as confident with less than four in ten (38%) responding similarly.

Table 7-3
Satisfaction with Physical Appearance

Q200H. I am satisfied with my physical appearance -- do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

		Sex		Race			
	Total	Male	Female	White	Black	Other	Hispanic
Base	2001	941	1060	1546	127	328	141
	%	%	%	%	%	%	%
Agree	91	93	90	92	91	90	88
Strongly agree	45	52	38	43	62	40	44
Somewhat agree	47	42	51	49	29	50	44
Disagree	9	7	10	8	9	10	12
Somewhat disagree	7	5	8	6	6	8	10
Strongly disagree	2	1	3	2	3	2	2
Refused	*	-	*	*	-	-	-

If they had the opportunity to have dinner with any famous person alive or dead, the companions selected by members of Generation 2001 are as diverse and unique as they are; however of those famous people named by numerous people, Jesus Christ, John F. Kennedy, Bill Clinton and Martin Luther King, Jr. are mentioned most frequently.

Table 7-4
Famous Dinner Companion

Q409. If you could have dinner with any famous person, alive or dead, who would you choose?

Base	Total 2001 %
Answer given	58
Not given	6
John F. Kennedy	4
Jesus Christ	4
Bill Clinton	3
Martin Luther King, Jr.	3
Michael Jordon	3
Abraham Lincoln	3
Albert Einstein	2
Elvis Presley	2
Tom Cruise	2
Oprah Winfrey	1
John Lennon	1
Brad Pitt	1
George Washington	1
No one	1
Marilyn Monroe	1
Mother Theresa	1
Princess Diana	1
Don't know	3

Given ten hours more time, socializing, exercising, and sleeping rank as the top three activities students would like to do. Studying, homework, class and TV watching are those activities they would most like to spend less time at then they do now.

Table 7-5
Those Activities: Desire to Spend More Time

Q207. If you had 10 hours extra each week, what one or two activities would you most like to spend that time doing?

Base	Total 2001 %
Exercising	30
Socializing/time with friends	30
Sleeping	25
Studying	20
Reading	16
Dating/time with significant other	8
Relaxing/personal time/quiet time alone	4
Playing sports	4
Spending time with family	3
Playing music/practicing an instrument	3
Outdoor activities/camping/hiking	2
Working	2
Listening to music	2
Volunteer work/community service	2
Crafts/hobbies	2
Art/photography	2
Watching TV/movies	2
Internet/computer	1
Other answer given	6
Not given	*
Don't know	*

Table 7-6
Activities: Desire to Spend Less Time

Q208. Which one or two activities would you most prefer to spend less time at than you do now?

Base	Total 2001 %
Studying/doing homework	39
Going to class	20
Watching television/listening to music	19
Sleeping	12
Socializing	8
Holding down a job/going to work	6
Working on computer	5
Accessing the Internet/being On-line/E-mail	2
Housework/chores	2
Reading	1
Sports	1
Exercising	1
Driving	1
None/nothing	1
Other answer given	48
Not given	5
Don't know	1
Refused	*

APPENDIX A:
SURVEY METHODOLOGY

Survey Methodology

"Generation 2001: A Survey of the First College Graduating Class of the New Millennium" is based on a telephone survey of 2001 first-year freshmen attending public and private four-year colleges and universities across the United States. The process by which the sample was selected involved a multi-phase approach. The first step involved selecting a sample of schools with equal probability based on probability proportionate to the size of the student body within the school. The sample of schools was further stratified by region of the country and control of institutions (i.e., public and private) to ensure that each region and type of institution are proportionately represented.

Once a college or university was selected, an attempt was made to acquire a the most up-to-date list of first-year freshmen at each school. The acquisition of these lists involved a number of different methods. Some of the lists were purchased through American Student Lists (ASL). In the event that a list of students could not be purchased from ASL, schools were contacted directly by Harris. In such cases we were either able to acquire the lists directly from the schools or, if available, purchase a student directory.

Once the list was acquired from each school, a random selection of students was made at each school. Each of these students was contacted by telephone. In most cases the students were interviewed in their dorm rooms.

Table A-1 lists the 101 colleges and universities from which students were interviewed.

Table A-1
Colleges and Universities in Sample

Adrian College	Adrian	MI
Appalachian State University	Boone	NC
Arizona State University	Tempe	UT
Bates College	Lewiston	ME
Boston College	Cestnut Hill	MA
Boston University	Boston	MA
Brigham Young University	Provo	UT
Brown University	Providence	RI
California Lutheran University	Thousand Oaks	CA
Calvin College	Grand Rapids	MI
Central Michigan University	Mount Pleasant	MI
Colgate University	Hamilton	FL
College of Charleston	Charleston	SC
College of Wooster	Wooster	OH
Colorado State University	Fort Collins	CO
Columbia University	New York	NY
Elmira College	Elmira	NY
Ferris State University	Big Rapids	MI
Florida State University	Gainesville	FL
Georgetown University	Washington	DC
Gonzaga University	Spokane	WA
Illinois State University	Normal	IL
Indiana State University	Terre Haute	IN
Indiana University	Bloomington	IN
Indiana University of Pennsylvania	Indiana	PA
Indiana Wesleyan University	Marion	IN
Johns Hopkins University	Baltimore	MD
Kent State University	Kent	OH
Langston University	Langston	OK
Lehigh University	Bethelem	PA
Lincoln University	Chester	PA
Linfield College	Portland	OR
Lubbock Christian University	Lubbock	TX
Lycoming College	Williamsport	PA
Manhattan College	Bronx	NY
Marquette University	Milwaukee	WI
Mary Washington College	Fredricksburg	VA
Massachussetts Institute of Technology	Cambridge	MA
Mercyhurst College	Erie	PA
Michigan State University	East Lansing	MI
Montana State University at Bozeman	Bozeman	MT
Moorhead State University	Moorhead	MN
Muskingum College	New Concord	OH
North Dakota State University	Fargo	ND
Northern Kentucky University	Highland Heights	KY
Northern Michigan University	Marquette	MI
Occidental College	Los Angeles	CA

Oregon State University	Corvallis	OR
Pfeiffer College	Misenheimer	NC
Princeton University	Princeton	NJ
Purdue University	West Lafayette	IN
Rockhurst College	Kansas City	MO
Sacred Heart University	Fairfield	CT
Salisbury State University	Salisbury	MD
Southwest Missouri	Springfield	MO
Southwest State University	Marshall	MN
Southwest Texas University	San Marcos	TX
Stephen F Austin State University	Nacogdoches	TX
Stetson University	Deland	FL
SUNY at Fredonia	Fredonia	NY
SUNY at Geneseo	Geneseo	NY
SUNY at Oswego	Oswego	NY
SUNY at Stony Brook	Stony Brook	NY
Texas A & M University	Corpus Christi	TX
Texas Woman's University	Denton	TX
University of Alabama	Huntsville	AL
University of California at Irvine	Irvine	CA
University of California at San Diego	San Diego	CA
University of Delaware	Newark	DE
University of Idaho	Moscow	ID
University of Iowa	Iowa City	IA
University of Kansas	Lawrence	KS
University of Kentucky	Lexington	KY
University of Maryland	College Park	MD
University of Massachussetts at Amherst	Amherst	MA
University of Memphis	Memphis	TN
University of Miami	Coral Gables	FL
University of Montevallo	Montevallo	AL
University of Nebraska	Lincoln	NE
University of New Hampshire at Durham	Durham	NH
University of North Carolina at Charlotte	Charlotte	NC
University of North Texas	Denton	TX
University of Oklahoma	Norman	OK
University of Oregon	Eugene	OR
University of Pennsylvania	Philadelphia	PA
University of Portland	Portland	OR
University of Richmond	Richmond City	VA
University of South Carolina at Columbia	Columbia	SC
University of Tennessee	Chattanooga	TN
University of Tennessee at Knoxville	Knoxville	TN
University of Texas at Austin	Austin	TX
University of Vermont	Burlington	VT
University of Washington	Seattle	WA
University of Wisconsin-Madison	Madison	WI
Virginia Tech University	Blacksburg	VA
Washington State University	Pullman	WA
Wayland Baptist University	Plainview	TX

Western Illinois University	Macomb	IL
Wichita State University	Sedgwick	KS
Wright State University	Dayton	OH
Xavier University	Cincinnati	OH

Telephone Interviewing Procedures

All interviewing was conducted by telephone between November 11, 1997 and January 12, 1998. The telephone interviews averaged 24 minutes in length. In order to ensure a high level of quality, each telephone number was contacted on average five or six times at different times during days and evenings in order to ensure that those students were contacted. Interviewing was regularly quality-monitored by Harris' field supervisory staff. The computer-assisted telephone interviewing (CATI) system permitted on-line data entry and on-line data editing of the telephone interview.

Weighting of Data

In order to make sure that the demographic profile of the students matches the actual proportions in the population the data was weighted by certain variables. These included region of the country, whether the colleges and universities are public or private schools, the race or ethnicity of students and the sex of the students. The source of this weighting information was the U.S. Department of Education, National Center for Education Statistics published in the *Digest of Education Statistics* 1997. Table A-2 shows the effect of weighting on the sample.

Table A-2
Effect of Weighting on Sample

	Unweighted	Weighted
Total	2001	2001
	%	%
Region:		
East	30	23
Midwest	28	26
South	26	28
West	17	23
Size of School:		
250-5000	28	20
5,001-10,000	18	15
10,001-30,000	55	65
Sex		
Male	47	47
Female	53	53
Race/Ethnicity		
White (incl. Hispanics)	77	75
African American (incl. Hispanics)	6	12
Hispanic	7	8
Other	16	13

Reliability of Survey Percentages

It is important to bear in mind that the results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results. Table A-3 shows the possible sample variation that applies to percentage results for this survey. The chances are 95 in 100 that the survey result does not vary, plus of minus, by more than the indicated number of percentage points from the results that would have been obtained if interviews had been conducted with all persons in the universe represented by the sample. For example, if the response for a sample size of 200 is 30%, then in 95 cases out of 100 the response in the total population would be between 24% and 36%. Note that survey results based on subgroups of small size can be subject to large sampling error.

Table A-3

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

Number Of People Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
5,000	1	1	1	1	1
3,000	1	1	2	2	2
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances are also involved in the comparison of results from different surveys or from different parts of a sample (subgroup analysis). Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence level.

For example, suppose a group of 100 has a response of "yes" to a question, and an independent group of 50 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 16 percentage points. Since the observed difference is smaller than the sampling error, the observed difference is not significant. Sampling error is only one type of error encountered in survey research. Survey research is also susceptible to other types of error, such as data handling error and interviewer recording error. The procedures followed by Louis Harris and Associates, however, keeps errors of these kinds to a minimum.

Table A-4

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN SURVEY

Approximate Sample Size Of Two Groups Asked Question On Which Survey Result Is Based	Survey Percentage Result At 10% Or 90%	Survey Percentage Result At 20% Or 80%	Survey Percentage Result At 30% Or 70%	Survey Percentage Result At 40% Or 60%	Survey Percentage Result At 50%
5,000 vs. 2,000	2	2	2	3	3
1,000	2	3	3	3	3
500	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,500 vs. 1,500	2	3	3	4	4
1,000	2	3	4	4	4
500	3	4	5	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

CATI System Used in Interviews for the United States

An example of these procedures is the CATI system - computer assisted telephone interviewing - which is used for all Harris telephone interviews conducted in the United States. This system controls complicated skip patterns based on individual response during the course of the interview, and it also allows consistency checks to be built in for key items. Since interviewers enter the respondents' answers directly into a computer terminal during the interview itself, it also reduces the number of potential clerical errors.

APPENDIX B:
QUESTIONNAIRE WITH MARGINALS

LOUIS HARRIS AND ASSOCIATES, INC.
111 FIFTH AVENUE
NEW YORK, NEW YORK 10003

FOR OFFICE USE ONLY:

Sequence No.:_____
(108-113)

Study No. 718287
(108-113)

January 14, 1998
DATASHEET

SAMPLE SET NO. (160-162)
STATE: (163-164)
REPLICATE: (165-166)
SCHOOL ID: (167-169)

FINAL - BASED ON 2001 INTERVIEWS
(Weighted)

Time Started _____ A.M./P.M. STATUS: (124)
(118-120) QEND: (125)
Time 2: (121-123)

Interviewer:
(127-132) (114-177) Date:

(MM/DD/YY) 133-149Z

Area Code: Telephone No.:
(150-152) (153-159) REMOVED FOR PUBLIC RELEASE

QA. Hello, I'm _____ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a national survey of college freshmen on a variety of interesting issues and want to speak to (FILL NAME). Would that be you?

Continue	(170(___-1	
Hung-up	___-2	
No, not available	___-3	(CB)
Don't know	___-8	
Refused	___-9	

(171Z)

QB. Just to verify, are you a first-year freshman, or not? (If not, inform that only interviewing freshmen, thank and screen out.)

Yes	(172(___-1	
No	___-2	T14
Don't know	___-8	T14
Refused	___-9	T14

(173Z)

T14 = NQ Not 1st Year Freshman

QC. For the purposes of this study, we are only interviewing freshman. Thank you for your time. (174) (175Z)

QD. WHEN PROPER RESPONDENT ON PHONE: I'd like to ask you, as a member of the Generation 2001 students about your hopes (Display) and aspirations for the future.

If necessary: Let me assure you, all information will be kept confidential and will not be used for any direct sales or marketing purposes. Answers will be reported in the aggregate only.

SUBJECTS:

100. MY GENERATION
200. CHARACTER BUILDERS
300. CAREER ASPIRATIONS
400. MONEY MATTERS
500. IN THE NAME OF COUNTRY
2000. FACTUALS

* Denotes a question that appeared on the college agent survey.

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100. MY GENERATION

BASE: ALL

100. Some people have said that the Generation 2001 students is part of a new generation. Do you feel people your age are special or unique in some way or are you basically no different from other generations living today?

Special or unique	44
No different	55
Don't know	1
Refused	*

BASE: ALL

*101. Considering the way you intend to live your life, how would you characterize the difference between you and your parents regarding values and lifestyles, do you feel there is a big difference, some difference, only a little difference, or almost no difference?

Big difference	24
Some difference	33
Only a little difference	28
Almost no difference	15
Don't know	*
Refused	*

BASE: ALL

102. Regardless of what you think about the differences between generations, what would you say are the most important advantages or good things about being in your generation at this time? (*Interviewer note: Only need to probe for ONE clear thought)*

Technology	37
Better career opportunities	13
Computer/e-mail/Internet	5
More educational resources/opportunities	5
More tolerant of other people	5
More freedom/choices	4
People more open-minded	3
More opportunities for women and minorities	2
Better educated	2
More opportunity (other)	2
Advances in medicine	1
Access to more information	1
Other	11
Answer not given	6
Don't know	4
Refused	-

BASE: ALL

103. What would you say are the disadvantages or special problems that you or your friends have to face that other generations before you didn't have to face when they were your age? (*Interviewer note: Only need to probe for ONE clear thought)*

Crime/violence	12
Drugs	11
AIDS/HIV	7
Other diseases	6
Problems created by Internet/technology	5
More competitive job environment	5
Decaying environment	4
National debt/no sss/financial problems	3
Decay of morals/values	3
More peer pressure	2
Younger generation has bad rep	2
Higher cost of education	1
More competition (other)	1
More pressure to succeed	1
More competitive educational environment	1
Pressure (other)	1
Higher cost of living	1
Need more education	1
Overpopulation	1
Less innocence/grow up faster	1
Other	18
Answer not given	9
Don't know	5
Refused	-

BASE: ALL

104. Thinking about different generations, how much do you trust the moral integrity or honesty of (READ EACH ITEM) - a lot, a little or not at all?

ROTATE	Trust A lot	Trust A little	Trust Not at all	Don't know	Refused
a) Your generation	25	67	7	1	*
b) Generation X	19	67	10	5	*
c) Your parents' generation	68	30	2	1	*
d) Your grandparents' generation	79	17	2	2	*

200. CHARACTER BUILDERS

BASE: ALL

*200. Now, I will read you a list of statements. For each one please tell me whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

ROTATE	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't know	Refused
a. Preserving our environment is very important to me	63	34	2	1	-	-
b. Lucky breaks are more important to achieving success than hard work	4	21	33	42	*	*
c. Helping others is more important than helping oneself	43	47	8	2	*	-
d. I would be willing to fight for my country	31	43	16	10	*	*
e. I have established specific goals for the next five years	58	30	9	3	*	-
f. To me, learning is a lifelong priority	84	14	1	*	*	-
g. Staying physically fit is important to my overall well-being	68	29	2	*	*	-
h. I am satisfied with my physical appearance	44	47	7	2	-	*
i. Money buys happiness	3	21	25	51	*	-
j. I am sure that someday I will get to where I want to be in life	78	20	1	*	*	*

BASE: ALL

201. Now, thinking of the people you most admire and respect, what is the single most important attribute that causes you to admire them? (*Interviewer note: Only need to probe for ONE complete thought.*)

Honesty/integrity	28
Hard working/dedicated	14
Motivation/desire	6
Other	49
Answer not given	2
Don't know	1
Refused	-

BASE: ALL

202. Who is the one person you admire or respect the most? (INTERVIEWER NOTE: Parents is an acceptable answer)

Mother	26
Father	24
Parents	8
Other	34
Answer not given	6
Don't know	2
Refused	-

BASE: ALL

203. Now let me read you some statements about marriage and relationships. For each please tell me whether you tend to strongly agree, somewhat agree, somewhat disagree, or strongly disagree with that statement.

ROTATE	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't know	Refused
a. Marriage is a cornerstone of societal values	37	51	10	2	1	*
b. Pre-marital sex is okay when two people love each other	25	43	14	18	*	*
c. Having close family relationships is a key to happiness	77	20	2	1	-	-
d. Living together as a couple before getting married is a good idea	27	37	17	18	*	*
e. The really important thing in dating is how two people get along, not what their race or religion might happen to be	77	18	4	1	*	-
f. Divorce is an acceptable solution if two people are unhappy in a marriage	22	39	25	13	*	*

BASE: ALL

204. Do you hope to get married someday, or not?

I hope to get married someday	94	ASK 204a
I don't hope to get married someday	3	SKIP TO 205
Already married (vol.)	2	SKIP TO 205
Don't know	1	SKIP TO 205
Refused	*	SKIP TO 205

BASE: HOPE TO GET MARRIED(Q204)

204a. How old do you expect to be when you get married?

/___/___/ MEAN = 26 years

Don't know	3
Refused	-

BASE: ALL

205. Do you hope to have children someday, or not?

I hope to have children someday	89	ASK Q205A
I don't hope to have children someday	6	SKIP TO Q206
Already have children	2	SKIP TO Q206
Don't know	2	SKIP TO Q206
Refused	*	SKIP TO Q206

BASE: HOPE TO HAVE CHILDREN (Q205)

205a. How many children do you hope to have?

/___/___/ (Range 1-12) MEAN = 3 children

Don't know	2
Refused	-

Now, I'd like to know how you spend your time.

BASE: ALL

206. Thinking of a typical week, how many hours do you spend (READ EACH ITEM)?
(Interviewer note: code less than 1 hour as 1 hour)

ROTATE		MEAN (in hours)
( ) a.	Going to class	17
( ) b.	Studying or doing homework	15
( ) c.	Playing sports / Exercising	7
( ) d.	Reading purely for pleasure	3
( ) e.	Listening to music	15
( ) f.	Dating	7
( ) g.	Sleeping	44
( ) h.	Socializing	26
( ) i.	Watching television	8
( ) j.	Online, Accessing the Internet or using E-mail	6
( ) k.	Using a computer - counting both school and personal use	11

BASE: ALL

207. If you had 10 hours extra each week, what one or two activities would you most like to spend that time doing?

Exercising	30
Socializing/time with friends	30
Sleeping	25
Studying	20
Reading	16
Dating/time with significant other	8
Relaxing/personal time/quiet time alone	4
Playing sports	4
Spending time with family	3
Playing music/practicing an instrument	3
Outdoor activities/camping/hiking	2
Working	2
Listening to music	2
Volunteer work/community service	2
Crafts/hobbies	2
Art/photography	2
Watching TV/movies	2
Internet/computer	1
Other	6
Answer not given	*
Don't know	*
Refused	-

BASE: ALL

208. Which one or two activities would you most prefer to spend less time at than you do now?

Studying/doing homework	39
Going to class	20
Watching TV/listening to music	19
Sleeping	12
Socializing	8
Holding down a job/going to work	6
Working on a computer	5
Accessing the Internet/online/email	2
Housework/chores	2
Reading	1
Sports	1
Exercising	1
Driving	1
Nothing	1
Other	48
Answer not given	5
Don't know	1
Refused	*

BASE: ALL

*209. Have you volunteered in the last year, or not?

Have volunteered	73	ASK Q210
Have not volunteered	27	SKIP TO Q211
Don't know	*	SKIP TO Q211
Refused	-	SKIP TO Q211

BASE: HAVE VOLUNTEERED

210. What type of organization did you/do you volunteer for? (MULTIPLE RECORD)

Work with school / kids	40
Charitable organization	29
Church	18
Health/hospital	15
Local community	6
Work with elderly	5
Environmental	5
Fraternity/NHS/Key, Kiwanis, Rotary or other club	3
Political	1
Military/police/fire	1
Other	4
Don't know	*
Refused	-

BASE: ALL

*211. How likely is it that you will volunteer for a charitable organization in the future – very likely, somewhat likely, not very likely or not likely at all?

Very likely	58
Somewhat likely	34
Not very likely	7
Not likely at all	2
Don't know	-
Refused	-

BASE: ALL

212. Do you believe in God, or not?

Believe in God	89
Don't believe in God	9
Agnostic (vol.)	1
Don't know	1
Refused	1

BASE: ALL

213. Do you believe there is life after death, or not?

Believe in life after death	75
Don't believe in life after death	18
Don't know	6
Refused	1

BASE: ALL

214. Do you attend religious services, or not?

Attend religious services	57
Don't attend religious services	32
Only occasionally attend (vol.)	11
Don't know	*
Refused	*

BASE: ALL

215. Compared to now, how important do you think religion will be to you in the future - more important, less important, or about the same?

More important	45
Less important	3
About the same	52
Don't know	*
Refused	*

300. CAREER ASPIRATIONS

Now thinking about your future career plans.

BASE: ALL

*300. What do you think you are likely to do upon graduating from college: immediately enter the workforce, continue on with further education, take some time off to travel or relax, marry and start a family, or something else? MULTIPLE RECORD

Immediately enter workforce	47
Continue education	42
Take some time off to travel or relax	7
Marry/start family	5
Something else	5
Don't know	1
Refused	-

BASE: ALL

301. What career would you like to pursue? (*Interviewer note: Only need to probe for ONE complete thought.*)

Medicine	16
Teaching	14
Business/Marketing	12
Engineering	8
Law/Politics	7
Computers	3
Accounting/Finance/Economics	3
Psychology	3
Journalism	2
Pro Athlete/Trainer/Manager	2
Broadcast communications	2
Music/Performing arts	2
Art	2
Biology/Genetics/Zoology	1
Social work/Counseling	1
Environmental	1
Architecture	1
Other	10
Answer not given	7
Don't know	2
Refused	*

BASE: ALL

*302. Realistically, what do you expect your starting salary will be when you begin your career?

$1-15,000	3
$15,001-20,000	8
$20,001-30,000	31
$30,001-40,000	23
$40,001-50,000	9
$50,001 +	10
Don't know	-
Refused	15
Mean	$38,000

BASE: ALL

303. Thinking about different compensation methods, what do you think is the best way to earn the most money: hourly wage, commission (which means pay for performance), or straight salary?

Hourly wage	27
Commission	11
Straight salary	61
Don't know	1
Refused	*

BASE: ALL

*304. How many hours per week are you willing to work in order to reach your career goals?

/___/___/___/ (Range 0-168) MEAN = 48 hours

Don't know	4
Refused	*

BASE: ALL

*305. How many weeks of vacation do you eventually hope to take per year?

/___/___/ (Range 0-52) MEAN = 4 weeks

Don't know	1
Refused	-

BASE: ALL

*306. Is your father employed, or not?

Yes	88	ASK 307
No	8	SKIP TO 308
Father deceased, unknown	3	SKIP TO 308
Don't know	1	SKIP TO 308
Refused	*	SKIP TO 308

BASE: FATHER EMPLOYED

*307. What does he do?

Professional	33
Skilled craftsman, foreman	15
Manager, official	13
Proprietor (small business)	8
Service worker	6
Sales worker	6
Operative, unskilled labor (except farm)	5
Farmer, farm manager, farm laborer	2
Military	2
Clerical worker	2
Other	6
Don't know	3
Refused	*

BASE: ALL

*308. Is your mother employed, or not?

Yes	78	ASK 309
No	20	SKIP TO 310
Mother deceased, unknown	1	SKIP TO 310
Don't know	*	SKIP TO 310
Refused	*	SKIP TO 310

BASE: MOTHER EMPLOYED

*309. What does she do?

Professional	37
Clerical worker	18
Service worker	14
Manager, official	8
Sales worker	5
Skilled craftsman, foreman	4
Proprietor (small business)	3
Operative, unskilled labor (except farm)	2
Farmer, farm manager, farm laborer	*
Military	*
Other	6
Don't know	1
Refused	*

ASK Q310 IF EITHER MOTHER OR FATHER EMPLOYED (Q306/1 OR Q308/1) -- ALL OTHERS SKIP TO Q311

BASE: MOTHER OR FATHER EMPLOYED

*310. Would you ever consider doing what either of your parents do, or not? *(Interviewer note: If 'Yes' And which parent's job would you consider?)*

Yes, Mom	10
Yes, Dad	16
Yes, Both	11
No	62
Don't know	*
Refused	-

BASE: ALL

311. Now, I'm going to read some phrases. Please tell me how important it is to you that each of these be a component of your career. (READ EACH ITEM) Is it very important, somewhat important or not important at all for this to be a component of your career?

ROTATE	Very Important	Somewhat Important	Not at all Important	Don't Know	Refused
a. A high pressure work environment	5	39	56	-	-
b. High job prestige	26	51	22	*	-
c. Doing work which requires creativity	47	44	9	-	-
d. Doing work which gives me the opportunity to help others	65	33	2	-	-
e. Working independently	21	58	21	*	-
f. Having a lot of responsibility	39	54	7	*	-
g. Being self-employed	12	39	48	*	-
h. Working for a large corporation	12	36	51	*	-
i. Working for a non-profit or government agency	5	40	55	*	-
j. Having idealistic and committed co-workers	67	29	3	*	-
k. Having a 9-5 work schedule	15	44	41	*	-
l. Earning a high salary	33	52	14	*	-

400. MONEY MATTERS

Now I have a few questions about your personal finances.

BASE: ALL

400. How likely do you think it is that you will eventually be able to afford the kind of lifestyle you grew up in – very likely, somewhat likely, not very likely, or not likely at all?

Very likely	67
Somewhat likely	29
Not very likely	3
Not likely at all	1
Don't know	*
Refused	*

BASE: ALL

401. How important do you think a two-income household will be in ensuring that you reach your lifestyle goals – very important, somewhat important, not very important, or not important at all?

Very important	35
Somewhat important	47
Not very important	13
Not important at all	5
Don't know	*
Refused	-

BASE: ALL

*402. How important do you think the following are as vehicles for your financial security - READ EACH ITEM - very important, somewhat important, not very important or not important at all?

ROTATE	Very Important	Somewhat Important	Not very Important	Not important at all	Don't Know	Refused
a. Life Insurance	74	21	4	1	*	-
b. Employer-paid pension	46	46	5	2	1	-
c. Profit sharing	18	61	13	4	5	*
d. Stocks, Bonds & Mutual Funds	30	48	17	4	*	-
e. Qualified plans like a 401K	31	48	10	3	8	*
f. Owning a home	81	16	2	*	*	-
g. An IRA (Individual Retirement Acct.)	46	45	6	2	1	*

BASE: ALL

*403. And how knowledgeable do you think you are about - READ ITEM - very knowledgeable, somewhat knowledgeable, not very knowledgeable, or not knowledgeable at all?

ROTATE	Very Knowldg.	Somewhat Knowldg.	Not very Knowldg.	Not knowlg at all	Don't Know	Refused
a. Life Insurance	17	56	21	6	-	-
b. Employer-paid pension	6	49	34	10	-	-
c. Profit sharing	6	37	39	18	*	-
d. Stocks, Bonds & Mutual Funds	16	53	23	8	*	-
e. Qualified plans like a 401K	6	37	36	21	*	-
f. Owning a home	29	56	12	3	*	-
g. An IRA (Individual Retirement Acct.)	7	39	38	16	*	-

BASE: ALL

404. Who do you believe should bear the financial costs of caring for your parents when they become elderly and unable to take care of themselves - your parents, you, other family members, society, or the government?

Self	63
Parents	12
Other family members	10
Government	10
Society	2
Not Applicable (vol.)	1
Don't know	2
Refused	*

Now I have a few questions, just for fun.

BASE: ALL

405. What one thing immediately comes to mind that you would do if you won a million dollars in the lottery? (*Interviewer note: Only need to probe for ONE complete thought.*)

Take a trip	19
Invest/put it away/save it	15
COMBINED * Donate/Share Wealth	**15**
Buy a car	14
Pay for school	13
Buy house/property (for self)	9
*Give to charity	4
*Give money to family	4
*Buy house/property (for family)	3
Go shopping	3
Get out of debt	2
*Get family out of debt	2
Move	1
*Contribute to church	1
Quit school	1
Buy musical instruments/equipment	1
Other	6
Don't know	*
Refused	1

BASE: ALL

406. If you had unlimited money and time, what would be your "dream vacation"? (*Interviewer note: Only need to probe for ONE complete thought.*)

Travel the world	20
Europe	18
Australia	6
Hawaii	6
Caribbean	4
Somewhere tropical	3
Bahamas	3
Italy	3
Jamaica	2
Ireland	2
France	1
Alaska	1
Take a cruise	1
Travel the US	1
Mexico	1
Paris	1
Cancun	1
The moon/planets/space	1
Scotland	1
Colorado	1
Spain	1
Switzerland	1
England	1
Disneyland	1
Germany	1
New York	1
Africa	1
Other	41
Don't know	1
Refused	1

BASE: ALL

407. If in the future, it becomes possible to live aboard a space station, or another planet, how interested would you be in living there? - very interested, somewhat interested, not very interested, or not interested at all?

Very interested	17
Somewhat interested	33
Not very interested	26
Not at all interested	24
Don't know	*
Refused	-

BASE: ALL

408. For more than 30 years, the Rolling Stones have been performing rock and roll. Which one of today's singers or groups do you think will still be performing in 30 years? (*Interviewer note: Only need to probe for ONE complete thought.*)

Boyz II Men	6
Dave Matthews Band	6
Garth Brooks	4
U2	3
Phish	3
Metallica	3
Pearl Jam	3
Michael Jackson	2
Aerosmith	2
Mariah Carey	1
Madonna	1
Smashing Pumpkins	1
Whitney Houston	1
Rolling Stones	1
Other	24
None	13
Don't know	10
Refused	17

BASE: ALL

409. If you could have dinner with any famous person, alive or dead, who would you choose? (*Interviewer note: Only need to probe for ONE complete thought.*)

Jesus Christ	4
John F. Kennedy	4
Bill Clinton	3
Martin Luther King Jr.	3
Michael Jordon	3
Abraham Lincoln	3
Albert Einstein	2
Elvis Presley	2
Tom Cruise	2
Oprah Winfrey	1
John Lennon	1
Brad Pitt	1
George Washington	1
Marilyn Monroe	1
Mother Theresa	1
Princess Diana	1
Other	57
Don't know	3
Refused	1

500. IN THE NAME OF COUNTRY
Returning to a more serious topic. . .

BASE: ALL
500. Overall, do you feel the country is generally headed in the right direction or the wrong direction?

Right direction	56
Wrong direction	42
Don't know	2
Refused	*

BASE: ALL
501. Thinking about the future, how serious are your concerns about (READ EACH ITEM) – would you say you are very concerned, somewhat concerned, not very concerned, or not concerned at all?

ROTATE	Very Concerned	Somewhat Concerned	Not very Concerned	Not at all Concerned	Don't Know	Refused
a. The economy	36	50	12	1	*	-
b. The political leadership in this country	42	42	13	3	-	*
c. Crime and violence	65	29	5	1	-	*
d. The health care system	45	44	9	2	*	*
e. Nuclear war	31	37	25	7	-	*
f. A terrorist attack on the U.S.	24	40	29	6	-	*
g. The environment	54	40	6	1	-	*
h. The education system	68	28	4	*	-	*
i. Disease	53	37	8	1	-	*
j. Global overpopulation	28	48	20	4	*	*
k. Global political upheaval	18	51	26	5	1	-

BASE: ALL
502. Which one of the items we just discussed, do you think is the most important issue for government or society to address?
(INTERVIEWER NOTE: Re-read list if necessary)

The education system	27
Crime and violence	19
The environment	13
The political leadership in this country	8
The economy	8
The health care system	6
Global overpopulation	5
Disease	5
Nuclear war	5
Global political upheaval	2
A terrorist attack on the U.S.	2
Don't know	1
Refused	*

BASE: ALL
503. How likely is it that you will actively participate in the political process by voting in elections - very likely, somewhat likely, not very likely, or not likely at all?

Very likely	78
Somewhat likely	16

Not very likely	4
Not likely at all	2
Don't know	*
Refused	-

BASE: ALL

*504. Regardless of how you might vote, what do you usually consider yourself -- a Republican, a Democrat, an independent, or something else?

Republican	31
Democrat	33
Independent	24
Something Else	9
Don't know	2
Refused	1

BASE: ALL

505. Now I'd like to talk to you about America's political and social institutions. If you had to grade the people in charge of running (READ EACH ITEM) what grade would you give them - an A, B, C, D, or F?

ROTATE	A	B	C	D	F	Don't Know	Refused
a. The Military MEAN: 2.9	25	46	19	5	3	1	*
b. Medicine MEAN 3.2	38	45	13	2	1	1	*
c. The U.S. Supreme Court MEAN 2.9	23	50	22	3	2	1	*
d. Major educational institutions such as colleges & universities MEAN 2.9	21	51	22	5	1	*	*
e. Organized Religion MEAN 2.7	18	44	24	7	4	2	*
f. Major companies MEAN 2.7	15	48	28	6	2	1	*
g. The White House MEAN 2.3	7	41	35	10	5	1	*
h. The press and media MEAN 1.9	5	23	39	21	12	*	*
i. Congress MEAN 2.3	5	40	39	12	4	1	*
j. Local Government MEAN 2.6	9	50	29	7	3	1	*

BASE: ALL

506. How would you rate the current state of race relations in the United States? Are things generally excellent, pretty good, only fair or poor?

Excellent	2
Pretty good	43
Only fair	44
Poor	11
Don't know	*
Refused	*

BASE: ALL

507. By the year 2001, do you expect that race relations in the United States will improve, stay the same, or get worse?

Improve	43
Stay the same	41
Get worse	15
Don't know	*
Refused	*

BASE: ALL

508. Do you think that minorities should be admitted to colleges and professional schools before whites when they both have equal qualifications, or not?

Should be admitted	17
Should not be admitted	81
Don't know	1
Refused	1

BASE: ALL

509. Do you think that minorities should be given special consideration and hired before whites for jobs, or not?

Should be given special consideration	9
Should not be given special consideration	89
Don't know	1
Refused	1

BASE: ALL

510. In your lifetime, how likely do you think it is that the President of the United States will be a (READ EACH ITEM)– very likely, somewhat likely, not very likely, or not likely at all?

ROTATE	Very Likely	Somewhat Likely	Not very Likely	Not at all Likely	Don't Know	Refused
a. Person of color	27	45	20	8	*	*
b. Woman	21	42	26	10	*	*

2000.

FACTUALS

Now a few final questions to help classify your answers.

BASE: ALL

2000. What is your major? INTERVIEWER PROBE: If no major yet, what do you think you will major in? MULTIPLE RECORD If double major.

Business	11
Biology/Botany/Zoology	8
Engineering	8
Psychology/Sociology	5
Computer Science	4
Philosophy/Political Science	3
Pre-Med	3
English	2
Music/Performing Arts	2
Chemistry/Physics	2
History	1
Mathematics	1
Journalism	1
Economics	1
Foreign Language	1
Other	36
Undecided	14
Don't know	*
Refused	*

BASE: ALL

2001. How much do you feel your high school education prepared you for college - would you say you were completely prepared, somewhat prepared, somewhat unprepared, or completely unprepared?

Completely prepared	25
Somewhat prepared	53
Somewhat unprepared	17
Completely unprepared	5
Don't know	*
Refused	*

BASE: ALL

2002. What was your high school grade point average or GPA? (*Interviewer note: cumulative GPA*)

/___/. /___/ (Range 0.0-5.0)

Don't know	
Refused	

BASE: ALL

2003. Is that on a four point or five point scale?

Four point	82
Five point	11
Other	4
Don't know	2
Refused	*

BASE: ALL

*2004. What is your birth date?

|___|___| |___|___| |___|___| [RECORD AS OPEN END]

Don't know	-&
Refused	-

BASE: ALL

*2005. Are you of Hispanic origin or descent, or not?

Yes, of Hispanic origin	8
No, not of Hispanic origin	92
Don't know	*
Refused	*

BASE: ALL

*2006. Do you consider yourself white, Black or African American, Asian, Native American or some other race?

White	75
Black	7
African American	4
Asian or Pacific Islander	4
Native American or Alaskan native	*
Some other race	8
Don't know	*
Refused	1

BASE: ALL

2007. Which of the following income categories best describes your family's total 1996 household income? Just stop me when I get to the right category. Was it (READ LIST)?

$7,500 or less	2
$7,501 to $15,000	4
$15,001 to $25,000	8
$25,001 to $35,000	13
$35,001 to $50,000	17
$50,001 to $75,000	19
$75,001 to $100,000	13
$100,001 or over	12
Don't know	8
Refused	3

INTERVIEWER: TOTAL HOUSEHOLD INCOME BEFORE TAXES FROM ALL SOURCES – IF UNSURE OF 1996 INCOME, PROBE FOR ESTIMATE.

BASE: ALL

2008. An important part of this study will take place in the year 2001, at which time we would like to talk to you again. In order to do this, could I please have a permanent address and telephone number for you? (*Interviewer note: Collect address even if respondent says will be moving. We will get forwarding address.*)

Address given	89	ASK Q2009
Address not given	9	SKIP TO Q2020
Don't know	1	SKIP TO Q2020
Refused	1	SKIP TO Q2020

Q2009. Address: _____ OE

Q2010. City _____ OE

Q2011. State _____ OE

Q2012. Zip code _____ (612-616)

Q2013. Phone Number: _____ OE

Q2014. Name: _____ OE

BASE: ALL

2020. Do you have e-mail, or not?

Have e-mail	72	ASK Q2021
Don't have e-mail	27	SKIP to Q2025
Don't know	*	SKIP to Q2025
Refused	*	SKIP to Q2025

BASE: HAVE E-MAIL

2021. Could we get your e-mail address so we could contact you electronically?

Yes	89	ASK Q2022
No	11	SKIP TO Q2025
Don't know	*	SKIP TO Q2025
Refused	*	SKIP TO Q2025

Q2022. E-mail address:_____OE

Q2023 Added for final 38 completes

BASE: ALL RESPONDENTS

Q2023 In conjunction with this study, a reporter may want to personally interview some students about their opinions. Would you be willing and happy to talk to a reporter from USA Today who would have to have and might use your name, or not?

Yes, would be willing	((___-1
No, would not be willing	___-2
Don't know	___-&
Refused	___- -

Q2025. That completes this Harris Poll which was commissioned by Northwestern Mutual Life insurance Company. You can look for the results in the media in the early months of 1998. Thank you very much for your cooperation. Good luck in school!

QSEX: INTERVIEWER ENTER FROM OBSERVATION

Male	47
Female	53

TIME ENDED: _____ A.M./P.M.

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